

Selected questions from previous steering committee meetings

- Who is charged with implementing compliance with SB7 as it pertains to integrating teacher evaluations with teacher pay structures?
- What responsibilities does the teacher have on a student's achievement?
- How often are teachers evaluated? Their classrooms visited? Who evaluates? Is there a standard evaluation form/technique? Is the division head responsible?
- Can student growth measures be incorporated into the District's accountability system?

Reply as bullet points

- Compliance with SB7 draws on the work of many of our administrators.
- Primary responsibility resides with the Assistant Superintendent for Human Resource, Lauren M. Smith.
- In 2011, Ms. Smith convened a joint committee of District and Faculty Senate members to address multiple issues
- More rules were set down in additional legislation titled the PERA (Performance Evaluation Reform Act).
- The teacher has a strong responsibility regarding student achievement.
- PERA and SB7 ask that student data be incorporated into the regular teacher evaluation process.
- Teachers are evaluated by their division heads. Student grades and test scores are recorded and shared between division heads and other administrators and teachers.
- Non-tenured teachers are evaluated annually. Tenured teachers are evaluated every other year, but they may be evaluated annually at the discretion of an administrator.
- An evaluation includes a minimum of 2 formal observations.
- We use a slightly modified Charlotte Danielson teacher observation model in a standard form.
- As noted above student growth outcomes can and will be part of the teacher evaluation system.

Compliance with SB7 is a District effort that draws on the work of many of our administrators. Primary responsibility resides with the Assistant Superintendent for Human Resources, Lauren M. Smith, given that the performance and pay issues are personnel issues. Ms. Smith is working with each of the other district and building administrators who assist in a variety of ways (e.g. attending and scheduling ongoing workshops for administrators or conducting the actual observations of teachers). Also, last year Ms. Smith convened a joint committee of District and Faculty Senate members, as directed by the law, in order to address issues including how teacher rating categories will be defined and applied in existing situations and also how the District will comply with the rules set down in additional legislation recently enacted called PERA (Performance Evaluation Reform Act). That law set guidelines for teacher evaluation systems including how student outcome data will be incorporated into our teacher evaluations. The state has a standing PERA committee (on which Dr. Isoye serves, giving us a first person and immediate view of those developments) and we are working to make the best application of the new laws for our students and our staff.

The teacher has a strong responsibility regarding student achievement. Student grade and test scores are recorded and shared between division heads and other administrators and teachers. Students also provide survey feedback on their classroom experiences and their teachers. The responsibilities for the teachers are significant and extensive and as a result of PERA and SB7 will be incorporated into the regular teacher evaluation process. Those are not in place as yet, but they will be in place according to the timeline set forth in the legislation or sooner.

Teachers are evaluated by their division heads. Non-tenured teachers are evaluated annually. Tenured teachers are evaluated every other year, but they may be evaluated annually at the discretion of an administrator. An evaluation includes a minimum of 2 formal observations (those would include pre and post conferences and observation meetings). We use a slightly modified Charlotte Danielson teacher observation model. There is a standard form. Additionally, teachers receive informal drop in visits, they often invite administrators in to view class activities, and they participate in peer observations for purposes of lesson study, reviewing best practices, and as part of our new teacher induction program. We also have a significant graduate student observer presence and a public visitation day.

As noted above student growth outcomes can and will be part of the teacher evaluation system.

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